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THE SCHOOL OF PUBLIC ADMINISTRATION

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THE SCHOOL OF PUBLIC ADMINISTRATION

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GENERAL INFORMATION

The School of Public Administration has been established with three major objectives in view. One is to take its place alongside other efforts of the University of North Carolina to make higher education effective and dynamic in coming to grips with modern realities and with growing complex economic and social situations with which the citizen and educator are faced. The second purpose is to offer professional training to men and women in the art and science of government and public service, thus assuring the practical application to problems of government based upon adequate knowledge and sound

theory. A third purpose is found in its efforts for study and research, to the end that it may provide adequate knowledge and facts for the upraising of standards and for those who need them in the performance of their administrative duties. Its curriculum seeks to contribute something to the reorganization and revivifying of higher and professional education in the state and the region, at the same time that it affords technical training for specialists preparing for public service and for those officials and workers who are already in the field.

The School of Public Administration is an extension and enlargement of the School of Public Welfare, which was established at the University of North Carolina in 1920, the main objective of which was the training of public welfare officials and social workers. Ten years of work of this School have shown clearly that there is not only a still larger need today for the sort of training which the School of Public Welfare has offered, but an insistent and growing demand for training in the larger fields of government and public administration, as these are being called upon for greater service and more technical equipment to cope with modern situations. Consequently, in 1931, President Graham, upon the recommendation of Dr. Howard W. Odum, Director of the School of Public Welfare, urged the establishment of a new School of Public Administration in which the work in Public Welfare and Social Work would be continued with still higher standards as an important division. Such a school received the hearty support of the Governor of the State, who was successful in securing an initial appropriation in line with his other efforts toward the reorganization and strengthening of government in North Carolina. Subsequently, a small coöperative grant for three years was received from the Rockefeller Foundation for coördinating the research needs of the School of Public Administration with the research program of the Institute for Research in Social Science. The new School was, therefore, authorized by the Board of Trustees at their meeting in June, 1932.

THE DEMAND FOR PROFESSIONAL TRAINING

The character of government and public relations has changed extensively in recent years to meet the increasing needs and demands of society. With every expansion of the function of government, there has arisen an agency to administer it, thus multiplying administrative processes and administrative officers. In national, state, and local areas new officers, new departments, new bureaus, boards, and commissions have been created. There are now literally hundreds of thousands of persons engaged in the work of public administration in this country. There is a widespread and insistent demand for efficiency and economy in government. There is an increasing demand that those who administer public affairs should have definite and

specific training for their tasks. It is in response to these demands that this School has been created.

Opportunities for trained men in the public service are rapidly increasing. This is especially true in the fields of city management, health administration, public welfare, and social work, and is increasingly true in other fields such as financial administration, county management, and legal administration. Bureaus of research and various civic organizations also demand a large number of men and women who have had experience in research. There is also increasing opportunity for well-prepared teachers in this field, both for the secondary schools and for the colleges.

In addition to training for a specific task, the prevailing attitude toward political life is making it more inviting for people of broad training and outlook definitely to look toward a career in political life.

PURPOSES

The main purposes of the School may be stated as follows:

1. To give a general view of the field of public administration to those who may or may not wish to become public administrators, but who, if they do not become administrators themselves, will be able as citizens in every capacity to help raise the level of governmental efficiency.

2. To give special training to those who will enter the public service.

3. To give additional training to those already in the public service.

The curricula outlined in the following pages are planned to meet the requirements here stated.

ADMISSION

Students are admitted to the School of Public Administration at the beginning of the junior year. The requirements are:

1. The completion of the freshman and sophomore years in the College of Liberal Arts, the School of Commerce, or the School of Education, or equivalent work.

2. Of the following five subjects at least two (or equivalent courses) must be presented:

31-32	Economics
21	Government
47-48	History
41	Sociology
21-22	Psychology

Four of these five subjects will be required for graduation in this course. Students preparing to enter the field of social work may, with the approval of the Dean, substitute certain courses in sociology and rural sociology for the courses in government and history.

Special students, well qualified by experience, training, and ability, may be admitted by permission of the Dean to courses leading to a Certificate in Public Administration, or to a Certificate in Social Work.

For admission to the Graduate School, see the special catalogue of the Graduate School.

EXPENSES

See pages 43-47 of the regular catalogue.

DEGREES AND CERTIFICATES

The degree of Bachelor of Science in Public Administration will be given for the course outlined below.

A Certificate in Public Administration or in Social Work will be given upon the completion of ten courses in the School of Public Administration approved by the Dean, together with the completion of three months of field work.

For information on graduate programs and advanced degrees in public administration the reader is referred to the Catalogue of the Graduate School. Such programs and degrees were in the hands of the Administrative Board of the Graduate School when this catalogue was going through the press.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION

The object of this course of study is to give the student a broad view of the field of administration, to afford the basis for further training in specific administrative positions, and also to lead toward the preparation for teaching in the field of government and civics.

The work of the Freshman and Sophomore years will be, as stated above, the same as that for A.B. or S.B. in Commerce, or A.B. in Education, with the prerequisites as previously stated.

The major will be in the Department of Public Administration.

The minor should be in Economics, History and Government, Sociology, or Rural Social-Economics.

The following courses are required in the junior and senior years:

101 Public Administration
131 American State Government
132 American Municipal Government, or
134 County Government Administration
141 Public Finance
151 Elements of Political Science
71-72 Accounting

Students preparing to enter the field of social work, on the approval of the Dean, may substitute for 141, 151, and (or) 71-72:

160 Introduction to Social Work
164 Family Case Work

168 The Community
193 Social Pathology

Electives: All courses listed in the Department of Public Administration and courses in the department of the minor subject. A limited number of free electives will be allowed with the permission of the Dean.

GRADUATE DIVISION

To meet the demand for trained men and women in the field of public service and social work, technical courses leading to preparation for particular positions in administrative work are offered. This work is on the graduate level and will lead to the degree of Master of Science in Public Administration. *See note above under Degrees and Certificates.* When and if the programs and degrees have been approved, such degrees will be administered by the Graduate School as are all other graduate degrees. The reader is referred to the catalogue of the Graduate School for full information covering all necessary matters of detail. The requirements for admission to these courses will be the same as those prescribed in the Graduate School. Properly qualified special students may be admitted to graduate courses with the approval of the Dean of the Graduate School and the Dean of the School of Public Administration.

The various fields of work are designated according to function, and courses especially adapted for the preparation of the student in each kind of work will be offered. The work is divided into four parts:

I. Public Service
II. Public Welfare and Social Work
III. Public Health Administration
IV. Research and Surveys

I. PUBLIC SERVICE

Public Service Administration is arranged in the following groups:

Group 1.—*City Management.* The object of the work in Group 1 will be to give the student specific training in city management and administration. A degree in Engineering is desirable but is not required. Among the courses that will naturally be taken are those in public administration, municipal government and administration, city planning, public utilities, public finance, police, fire and traffic administration, etc. The course of study will be planned in conference with the Dean and will be based upon the previous preparation of the student and upon his aptitude for this work.

Group 2.—*Public Works Administration* is very closely allied to Group 1. A large proportion of present city managers are engineers. The prerequisite for the work in this group is the degree in engineering. The engineer who aspires to public works administration should have, in addition to his engineering training, courses in financial

administration, municipal government and administration, personnel management, public health, public welfare administration, etc.

Group 3—*County Management,* while presenting many of the same problems as city management, does have different problems such as regional planning, rural social problems, rural education administration, county government and administration, etc.

Group 4.—*Financial Administration* includes such problems as public finance, accounting, statistics, financial organization and administration, etc. The number and importance of administrative positions in this field are apparent. Expert training is definitely required for the proper administration of these phases of governmental work.

Group 5.—*Legal Administration* includes such positions as juvenile court judges, city and county attorneys, judges of city and county courts, and mayors. These officers will need in addition to their legal training courses in sociology, public welfare, psychology, economics, and courses listed above in groups 1, 3, and 4.

Group 6.—*Public Education Administration.* The problems of administration in the office of city and county superintendent and in state departments of education are increasingly exacting and difficult. In addition to their equipment and experience in the art of teaching and the general field of education, such officers need to know budget making, the principles of organization and the problems of administration such as personnel, morale, classification, promotion and retirement systems, etc.; something of governmental accounting, state and municipal or county government; the relation of the schools to juvenile delinquency, public health, public welfare, and administrative law. It is therefore the purpose of the School of Public Administration to supplement and strengthen, where possible, the work of the Department of Education, by providing special training for higher administrative positions for those who have distinctive qualifications for administrative work.

II. PUBLIC WELFARE AND SOCIAL WORK

The former School of Public Welfare becomes a part of the School of Public Administration. Under the enlarged program there will be no lessening of the emphasis upon training for social work. With continued special attention to training for work in rural and small town communities, the School in this division changes its objectives only in offering additional facilities for training in the administrative aspects of the social work field. It offers training and services fitted to the needs of several groups:

(1) To graduate students it offers two general groups of courses.

a. *Social Work.* The object of the work in this group will be to fit the student for work in either public or private social work agencies. Special emphasis will be given to case work.

b. *Public Welfare Administration.* In this group, without neglecting social work technique, emphasis will be upon the administrative aspects of social work. Public Welfare Administration will be stressed, but attention will also be given to the administration of private social agencies.

(2) To graduate students who do not care to work for an advanced degree, and to a limited number of other mature students whose educational background is approved by the Dean of the School, it offers a short course leading to a Certificate in Social Work. The following courses must be completed for the Certificates: Introduction to Social Work, Family Case Work, Advanced Family Case Work, Public Welfare Administration, The Family, and four elective courses. In addition, the student must have had three months of field work, either under the direct supervision of the School or in an agency approved by the School.

(3) For county superintendents of public welfare, juvenile court judges, probation officers, parole officers, workers in correctional institutions and in child-caring institutions, and other social workers desiring to do special work or research for a short time, special courses of study of one, two, or more quarters are arranged. Students not eligible for admission to other courses on account of lack of educational qualifications may on the approval of the Dean be admitted to these special courses as *special students.*

(4) Social workers desiring additional training for their work, and teachers and others wishing to gain some knowledge of certain phases of social work training, may find courses offered in connection wtih the Summer School suited to their purposes. The work of the summer quarter may also be counted toward a certificate or a degree.

(5) *Summer institutes for special groups:

a. In coöperation with the State Board of Charities and Public Welfare of North Carolina, institutes of one or two weeks' duration are held each summer for county superintendents of public welfare, juvenile court judges, probation officers, institutional workers, other social workers, and persons interested in social work. These institutes serve a two-fold purpose: first, they offer some additional training to the inadequately trained worker already holding a position; second, they furnish an opportunity for "stock-taking" and conferences to the social workers of the State.

b. In coöperation with the University Extension Division and the State Congress of Parents and Teachers, an annual Parent-Teacher Institute is held during the summer session. This is a

* These institutes are not a part of the proposed graduate programs. Descriptions are inserted here to show the full picture of the School's connection with public welfare and social work.

leadership training institute. The time duration is generally a week or ten days. National and state certificates are granted to those successfully completing the work. The method of conducting these institutes includes classroom work, lectures, reading, and entertainment.

c. The "Boy Scouts of America" requires of its executives professional advancement work. The Boy Scout executives of North Carolina come to the University twice each scholastic year for seminar study. Fifty hours of work are completed. The classroom and lecture work is done by members of the University faculty, in coöperation with the Boy Scouts of America and under the leadership of the Bureau of Recreation. The University also sponsors frequent Boy Scout gatherings.

(6) Bureau of Recreation. Information and advisory service regarding play, recreation, leisure time problems, and physical education are offered through the Bureau of Recreation of the University Extension Division in coöperation with the Department of Sociology. Play institutes are conducted to demonstrate the value of organized recreation in school and community. Physical ability tests for school children are available. The Bureau is officially represented on a number of national and state boards. Lectures to civic and club groups are offered.

Field Work. It is the purpose of the school to give emphasis to training for social work in rural and small town communities—that is, for the typical social work situation as it exists in North Carolina and the South. Field work is under the direction of a trained social worker of successful practical experience. The supervisor of Field Work is also the officially designated Superintendent of Public Welfare for Orange County, in which the University is located. In addition, he has charge of the work of executive secretary for the local Red Cross Chapter and is designated service officer for the local post of the American Legion. This concentration of local social work under one head gives the School a variety of cases and enables it to give field work to its limited number of case-work students under the immediate direction of a member of its own staff.

In addition, the School has had from its organization cordial relationships with the State Board of Charities and Public Welfare, and the coöperation of that Board in arranging field work for its students.

The field work is closely correlated with class instruction in case-work methods. The class in advanced case work meets twice a week for a two-hour period. One of the periods is devoted to the discussion of theoretical case-work technique under the direction of the instructor in case work. The other period is devoted to the discussion of cases with which the students are actually dealing in their field work. At this meeting both the instructor and the supervisor of field work are

present. In cases involving mental problems, they are joined by the instructor in abnormal psychology, who is also head of the Bureau of Mental Health and Hygiene of the State Board of Charities and Public Welfare. In short, the group becomes a case committee under the direction of the instructor and the active leadership of the supervisor of case work.

The course of study in each group will be arranged with the approval of the Dean after full consideration of the preparation, special qualifications, and abilities of the student.

III. PUBLIC HEALTH ADMINISTRATION

Public Health is an increasingly important function of government. State Boards of Health cover a wide field of service, and each city and county has its public health administrator. The number of public health officials is therefore growing rapidly and the demands are insistent for higher standards of qualification and equipment.

It is not proposed here to set up a School of Public Health. It is proposed to supplement the basic work in this field by offering additional courses, such as Public Health Law, Sanitation, Vital Statistics, etc., and also courses in Administration, such as the principles and problems of Organization and Administration, including also the necessary courses in Public Finance, the relation of public health to public welfare and social work, to education, etc. The course of study as planned has the approval of the North Carolina State Board of Health.

The course will lead to the degree of Master of Science in Public Administration, or in the case of special students, to a Certificate in Public Administation. Candidates for the master's degree will be subject to the regulations which prevail in the Graduate School. Special students, qualified by experience, training, or adaptability, will be welcomed. The object of the School is to meet the real needs of public health work in the field of administration, and to supplement the training of public health officers in special fields.

Courses of instruction are as follows:

101 Public Administration
103 Public Health and Hygiene (Bacteriology 4)
141 Public Finance (Economics 141)
165 Advanced Family Case Work
181 Infection, Immunity, and Serum Diagnosis (Bacteriology 3)
183 Public Health Laboratory Methods (Bacteriology 5)
185 Epidemiology (State Board of Health)
187 Protozoölogy, or Parasitology (Zoölogy 215)
189 Vital Statistics (State Board of Health)
212 Public Health Law (Law)
253 Statistics (Sociology 253)
266 Public Welfare
267 Social Laws

Upon the completion of the course, the student will be required to devote three months to field work with a state, county, or municipal board of health.

IV. RESEARCH AND SURVEYS

One of the greatest needs of the State in order to carry on the functions of government with greater economy, greater effectiveness, and greater social justice is knowledge about conditions and information about all of its problems. If the State, working through its regular officials and its special committees, commissions, and citizens' groups, is to make satisfactory progress, there is need for coöperative research and a continuous search for the rapidly changing facts. The School of Public Administration, therefore, in coöperation with the Institute for Research in Social Science and with other schools, will seek to offer its services in study and research in various fields of state, county, and municipal government, in special inquiries into cost of government, taxation, resources, personnel, and many other emerging problems.

LECTURES

It is the intention of the School of Public Administration to work in the closest possible coöperation with the officers of the state, municipal, and county governments in North Carolina. In order that the student may have the most vital and interesting connection with administrative work as it is actually carried on, a number of administrative officers will be asked to speak to the students from time to time. Heads of some administrative departments of the state government in Raleigh, city and county managers, mayors, chairmen of the boards of commissioners, and other administrative officers in this State have generously promised their coöperation in carrying out the work of the School, and there will be visiting lecturers from a number of these officers from time to time throughout the year.

FIELD WORK

Before the master's degree is awarded in the School of Public Administration, the student will be required to do three months of field work in some governmental department, in addition to the completion of the required residence work. Various administrative officers have indicated their willingness to coöperate in placing students in positions which will give them practical training in the field in which they are specializing.

EXTENSION SERVICE

The purpose of the work in Extension Service will be to offer additional training to persons already engaged in the public service.

As early as 1921, the first regional conference of town and county

administration was held at Chapel Hill under the general auspices of the School of Public Welfare. Other special institutes and conferences have been held for superintendents of public welfare and for police officials, and special surveys have been made of the North Carolina prison system and of a number of county and city situations. However, the need at the present time is for a more extended service. The present plan provides for these new types of coöperation, instruction, and work:

a. Through extension classes and group instruction in various parts of the State.

b. Through special institutes and conferences held in various communities.

c. Through special institutes held at Chapel Hill, with the assistance of experts from the State in different fields of administration.

COURSES OF INSTRUCTION

Professor Jackson; Field Supervisor Lawrence

Note. For descriptions of the courses listed by titles only, the reader is referred to the departments and numbers shown in parenthesis.

Courses for Undergraduates

35. ECONOMIC HISTORY (Economics 35).

42. SOCIAL PROBLEMS (Sociology 42).

71-72. ACCOUNTING (Commerce 71-72).

75. ECONOMIC STATISTICS (Economics 71).

80a. THE PRINCIPLES AND PRACTICE OF SANITATION (Civ. Eng'g. 80a).

91-92. BUSINESS LAW (Commerce 91-92).

Note. ***Graduate credit for courses 103, 115, 175, 181, 185, 201, 210, 212, 235 is withheld pending action of the Administrative Board of the Graduate School.***

Courses for Graduates and Advanced Undergraduates

101. PUBLIC ADMINISTRATION. Prerequisite, bachelor's degree, or three courses in Government, History, Economics, and Sociology. Credit: 1 course.

General problems of public administration in the modern state. The development of administration; the principles of organization; its relation to the legislative and judicial branches of government; the processes of integration and centralization; the administrative reorganization of the United States; relation to administrative law; etc. Special problems of administration, such as personnel, the budget, administrative rules and regulations, morale, recruitment and examinations, promotion and efficiency methods, and retirement systems, will be considered. *Fall or spring quarters.* Professor Jackson.

103. PUBLIC HEALTH AND HYGIENE (Bacteriology 4).

111. NORTH CAROLINA: ECONOMIC AND SOCIAL (Rural Social-Economics 101).

115. CRIMINAL LAW ADMINISTRATION (Law).

122. GOVERNMENT AND ADMINISTRATION OF EUROPEAN CITIES (Government 122).

131. AMERICAN STATE GOVERNMENT (Government 131).

132. AMERICAN MUNICIPAL GOVERNMENT (Government 132).

134. COUNTY GOVERNMENT AND ADMINISTRATION (Government 134 and Rural Social-Economics 134).

138. LEGAL PSYCHOLOGY (Psychology 138).

141. PUBLIC FINANCE (Economics 141).

142. FINANCIAL ORGANIZATION AND ADMINISTRATION (Economics 142).

145. ABNORMAL PSYCHOLOGY: FEEBLE-MINDEDNESS (Psychology 145).

146. ABNORMAL PSYCHOLOGY: PSYCHONEUROSES AND PSYCHOSES (Psychology 146).

150ab. CITY PLANNING AND HIGHWAY ENGINEERING (Engineering 160ab).

151. ELEMENTS OF POLITICAL SCIENCE (Government 151).

155. PERSONNEL MANAGEMENT (Commerce 155).

160. INTRODUCTION TO SOCIAL WORK. (Sociology 160). Credit: 1 course.

Essentially a professional course in social problems with the emphasis laid upon methods of treatment by public and private social agencies. After a brief discussion of the nature, purpose, and scope of social work, the course will deal chiefly with the major social problems such as poverty and destitution, physical and mental deficiency, disease, crime, and delinquency. Methods of education and training for social work will also be taken up in considerable detail. *Five hours a week, fall quarter.* Professor Sanders.

161. NORTH CAROLINA, 1663-1789 (History 161).

162. NORTH CAROLINA, 1789-1900 (History 162).

164. FAMILY CASE WORK. Credit: 1 course.

Discussion of the relation of the individual to the family and the family to the community. The technique of case work and its scientific approach—methods of investigation, interviewing, social evidence, sources, diagnosis, treatment. Class work is supplemented by field work under the supervision of members of the staff of the School of Public Administration. *Five hours a week, winter quarter.* Professor Sanders.

165. ADVANCED FAMILY CASE WORK. Credit: 1 course.

A continuation of course 164, with more intensive study of case work. Class work is supplemented by field work under the supervision of members of the staff of the School of Public Administration. *Five hours a week, spring quarter.* Professor Sanders.

167. ECONOMIC HISTORY OF THE UNITED STATES (History 167).

168. THE COMMUNITY (Sociology 168).

173. PLAY AND RECREATION (Sociology 173).

175. POLITICAL PARTIES. Prerequisite, Government 21. Credit: 1 course.

History, organization, and policies of major and minor parties; nominating systems; ballot and election laws; party finance; political machines; influence of party upon executive and legislative branches of government. Special emphasis upon the relation of party to administration and to current American politics. Lectures, readings, and reports. *Five hours a week, winter quarter.* Professor Jackson.

179. GOVERNMENTAL ACCOUNTING (Commerce 179).

181. INFECTION, IMMUNITY, AND SERUM DIAGNOSIS (Bacteriology 3).

185. PUBLIC HEALTH LABORATORY METHODS (Bacteriology 5).

192. CRIME (Sociology 192). Credit: 1 course.

Nature and causes of crime; evolution of modern methods of criminal procedure; administration of penal and reformatory institutions; programs for the social treatment of the criminal; the problems of juvenile delinquency. The class work will be supplemented by field trips to criminal courts and penal institutions. *Five hours a week, winter quarter.* Doctor Brown.

193. SOCIAL PATHOLOGY (Sociology 193). Credit: 1 course.

A survey of the abnormal and pathological aspects of society. Among the problems studied are feeble-mindedness, insanity, physical defectiveness, malnutrition, alcoholism, prostitution, vagrancy, family disorganization. Emphasis is given to methods of treatment by private and public institutions and agen-

cies. Class work is supplemented by field trips to county and state institutions. *Five hours a week, fall quarter.* Doctor Brown.

198. JUVENILE DELINQUENCY (Sociology 198). Credit: 1 course.

This course deals with the diagnosis and treatment of juvenile delinquency from the social worker's viewpoint. Under diagnosis will be taken up the methodology of the social scientists in this field, and the evaluation of the different causative factors of juvenile delinquency. Under treatment will be covered the work of the juvenile court, probation, parole, and institutional care. *Five hours a week, fall quarter.* Professor Sanders.

199. PUBLIC CARE OF CHILDREN. Credit: 1 course.

This course is intended primarily for students who expect to follow social work as a profession. The major part of the course will be devoted to the study of methods and technique of the social agencies engaged in the social treatment of the different classes of children who stand in need of public care and protection, such as the delinquent child, the dependent or neglected child, the defective child, and children in employment. The latter part of the course will be devoted to a discussion of public responsibility for the welfare of children in general, especially from the standpoint of education, health, and maintenance. *Five hours a week, winter quarter.* Professor Sanders.

Courses for Graduates Only

201. PUBLIC UTILITIES (Law).

208. SOCIAL PSYCHOLOGY (Psychology 208).

210. ADMINISTRATIVE LAW (Law).

212. PUBLIC HEALTH LAW (Law).

215. SOCIAL DEMOGRAPHY (Sociology 215).

225. MUNICIPAL CORPORATIONS (Law).

230. CONSTITUTIONAL LAW (Law).

235. LEGISLATION (Law).

260ab. REGIONAL AND CITY PLANNING (Engineering 260ab).

266. PUBLIC WELFARE. Credit: 1 course.

1. The organization of public welfare in the United States. 2. Detailed study of the North Carolina plan. 3. Office organization and administration. Alternates with 267. (1932-1933 and alternate years.) *Five hours a week, spring quarter.* Doctor Brown.

267. SOCIAL LAWS. Credit: 1 course.

The development of social legislation pertaining to important social problems. Special attention to social laws of North Carolina. Alternates with 266. (1933-1934 and alternate years.) *Five hours a week, spring quarter.* Doctor Brown.

271abc. RURAL SOCIAL PROBLEMS (Rural Social-Economics 271abc).

301abc. RURAL ECONOMICS (Rural Social-Economics 301abc).

303abc. PROBLEMS IN EDUCATIONAL ADMINISTRATION (Education 303abc).

305. SEMINAR IN COUNTY ADMINISTRATION (Rural Social-Economics 305 or Government 305).